Substance Abuse Counseling

School of Human Services

College of Education, Criminal Justice, and Human Services

2014

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I. Program Overview

The bachelor's degree program in Substance Abuse Counseling is designed for students who are interested in careers in chemical dependency treatment and prevention. Students are prepared by experienced professionals whose values include a commitment to wellness, evidence-based practices, diversity, ethical principles, and systems perspectives.

The Substance Abuse Counseling program is designed to help full-time students and career professionals gain the knowledge, competencies and skills needed to enter the field as a chemical dependency counselor or serve in a myriad of professional roles designed to serve individuals, families, and communities affected by substance abuse. In addition, the program prepares students for graduate studies in the fields of mental health counseling, social work, marriage and family therapy, corrections, psychology and other mental health professions. Upon program completion, students will have met all academic requirements for licensure under Ohio Chemical Dependency Professionals Board (OCDPB) guidelines. (Additional field practice hours are required for eligibility to take the state OCDPB license examination as well as other application requirements).

II.   Program Outcomes

Original Program Outcomes:

1. Graduates will work within their scope of practice, exercising proper ethical decision making skills, utilizing ongoing supervision, and continuing to seek additional training and supervised professional experience.

2. Graduates will apply knowledge about the physiological, psychological, and sociological effects of drugs on individuals, families, and societies in prevention, interventions, and advocacy efforts.

3. Graduates will be able to critically analyze how the 12 Core Functions are utilized within a social service agency that provides substance abuse counseling services.

4. Graduates will demonstrate foundational skills used in assessment, treatment planning, referrals, service coordination, counseling, and documentation of services for those with substance use disorders.

5. Graduates will be able to obtain and critically evaluate current research in substance abuse counseling, distinguishing evidence-based practices.

6. Graduates will demonstrate self-awareness concerning their abilities, attitudes, and knowledge as a substance abuse counselor, recognizing when to make referrals based on this awareness.

7. Graduates will be culturally competent in service delivery and professional interactions as a substance abuse counselor.

8. Graduates will demonstrate effective skills in critical thinking, effective communication, information literacy, knowledge integration and social responsibility while continuing to strengthen these skills in their professional, academic and personal growth.

Revised Program Outcomes:

1. Graduates will describe their scope of practice, demonstrating proper ethical decision making skills, recognizing the importance of ongoing supervision, committing to seeking additional training and supervised professional experience, and identifying when to make referrals.

2. Graduates will identify and describe the physiological, psychological, and sociological effects of drugs on individuals, families, and societies.

3. Graduates will demonstrate the ability to critically analyze how the 12 Core Functions are utilized within a social service agency that provides substance abuse counseling services.

4. Graduates will demonstrate foundational skills used in assessment, treatment planning, case management, counseling, and documentation of services for those with substance use disorders.

5. Graduates will be able to utilize current research in substance abuse counseling and identify evidence-based practices.

6. Graduates will be able to demonstrate self-awareness and competent use of cultural identity and advocacy models to address the needs of individuals and populations affected by substance abuse.

II.   Curriculum/Program Map

Key	Required Courses and Experiences* Identified in P---1																						
E: Emerging **D: Developing** **A: Achieved**	Intro SACN 1000	Theories SACN 3031	Capstone SACN 5000	Cultural SACN 2041	D&B SACN 2011	Historical SACN 1010	Prevention SACN 1005	Alcoholism SACN 2009	Assessment SACN 2021	Ethics SACN 3012	Abnormal SACN 3016	Co-Occurring SACN 3021	Adv. Cultural SACN 3030	Skills SACN 3032	Group SACN 4000	Family SACN 4001	Crisis SACN 4002	Maintenance SACN 4003	Supervision SACN 4050	Case Mngt SACN 4004	Pharmacology SACN 2000	Stress SACN 2013	Drugs & Chld SACN 2050
OUTCOMES																							
1. Graduates will describe their scope of practice, demonstrating proper ethical decision making skills, recognizing the importance of ongoing supervision, committing to seeking additional training and supervised professional experience, and identifying when to make referrals.	E, D, A									D, A									D	D, A			
2. Graduates will identify and describe the physiological, psychological, and sociological effects of drugs on individuals, families, and societies.	E				D, A	D	D	D, A													D, A	D	D, A
3. Graduates will demonstrate the ability to critically analyze how the 12 Core Functions are utilized within a social service agency that provides substance abuse counseling services.	E	D	A				D		D	D				D	D	D	D	D	D	D		D	
4. Graduates will demonstrate foundational skills used in assessment, treatment planning, case management, counseling, and documentation of services for those with substance use disorders.	E	D					D		D, A		D	D		D, A	D	D	D	D	D, A		D		
5. Graduates will be able to utilize current research in substance abuse counseling and identify evidence-based practices.	E	D	A			D	D				D		D				D						
6 Graduates will be able to demonstrate self awareness and competent use of cultural identity and advocacy models to address the needs of individuals and populations affected by substance abuse.	E	D		D		D	D		D	D			D, A		D	D	D	D		D			

NOTE: *Do not list courses/experiences controlled by external academic units.*
Only list courses and experiences that are controlled by your program.

III. Methods and Measures

In order to assess program outcomes, the following methods and measures will be employed:

Papers, Projects, Presentations, Case Studies, and Exams. Student progress in achieving program outcomes will be assessed through specific course assignments and examinations. Exams will be primarily used to assess Emerging and Developed level assessments, where case studies and projects will be the primary means to assess for Achievement levels of program outcomes.

Clinical Performance. Skill-based outcomes will be assessed in part through clinical performance measures, including graded case-based assessments, treatment plans, and graded submissions of audio and video recordings where students demonstrate addictions competencies.

Capstone Project. Students in the capstone course and internship must complete an analysis of selected Core Competencies as established by the International Certification and Reciprocity Consortium, the national certifying body for Substance Abuse Counselors.

Alumni Surveys. The Substance Abuse Counseling Program will survey alumni annually in order to measure the usefulness of their degree in the field, suggested revisions to enhance training, and degree placement.

State Examination Pass Rates. After students graduate and complete their required field service hours, they are eligible to take a state exam to become licensed as a Chemical Dependency Counselor, Level III. The program faculty will coordinate with the Ohio state licensing board to determine pass rates among graduates.

Syllabus Analysis. Program faculty will review syllabi revisions annually to ensure that program outcomes are met through course materials, activities, and assessments.

Assessment Measures Aligned with Program Outcomes

Program Outcome	Assessment Tools	Course/ Experience	Time Line	Responsible Person
1. Graduates will describe their scope of practice, demonstrating proper ethical decision making skills, recognizing the importance of ongoing supervision, committing to seeking additional training and supervised professional experience, and identifying when to make referrals.	Course exams (E & D) Case Studies (D & A) Course Papers (A)	SACN 1000 SACN 3012 SACN 4004 SACN 4050	Submitted at end of course or experience; Compiled at end of Summer	Program track coordinator to collect through Blackboard and distribute to review committee
2. Graduates will identify and describe the physiological, psychological, and sociological effects of drugs on individuals, families, and societies.	Course exams (E, D, A) Course Project (D) Course Paper (A)	SACN 1000, SACN 1005, SACN 1010, SACN 2000, SACN 2009, SACN 2011, SACN 2013, SACN 2050	Submitted at end of course or experience; Compiled at end of Summer	Program track coordinator to collect through Blackboard and distribute to review committee
3. Graduates will demonstrate the ability to critically analyze how the 12 Core Functions are utilized within a social service agency that provides substance abuse counseling services.	Course exams (E & D) Course Paper (D) Capstone Project (A) Alumni Surveys	SACN 1000, SACN 1005, SACN 2000, SACN 2021, SACN 3012, SACN 3031, SACN 3032, SACN 4000, SACN 4001, SACN 4002, SACN 4003, SACN 4004, SACN 4050 Capstone Project	Submitted at end of course or experience; Compiled at end of Summer Survey Distributed annually in Spring	Program track coordinator to collect through Blackboard and distribute to review committee
4. Graduates will demonstrate foundational skills used in assessment, treatment planning, case management, counseling, and documentation of services for those with substance use disorders.	Course exams (E & D) Case Studies (D) Clinical Skills (D & A)	SACN 1000, SACN 1005, SACN 2000, SACN 2021, SACN 3016, SACN 3021 SACN 3031, SACN 3032, SACN 4000, SACN 4001, SACN 4002, SACN 4003, SACN 4004 State Examination Pass Rates	Submitted at end of course or experience; Compiled at end of Summer Board data collected in Summer	Program track coordinator to collect through Blackboard and distribute to review committee
5. Graduates will be able to utilize current research in substance abuse counseling and identify evidence-based practices.	Course exams (E & D) Course Papers (D) Capstone Project (A)	SACN 1000, SACN 1005, SACN 1010, SACN 3016, SACN 3030, SACN 3031, SACN 4002, Capstone Project	Submitted at end of course or experience; Compiled at end of Summer	Program track coordinator to collect through Blackboard and distribute to review committee
6 Graduates will be able to demonstrate self awareness and competent use of cultural identity and advocacy models to address the needs of individuals and populations affected by substance abuse.	Course exams (E & D) Case Studies (D) Course Papers (D & A)	SACN 1000, SACN 1005, SACN 1010, SACN 2021, SACN 2041, SACN 3012, SACN 3030, SACN 3031, SACN 4000, SACN 4001, SACN 4002, SACN 4003, SACN 4004	Submitted at end of course or experience; Compiled at end of Summer	Program track coordinator to collect through Blackboard and distribute to review committee

IV. Assessment Infrastructure

The Substance Abuse Counseling Program will review data on an annual basis for continuous improvement purposes, and will receive oversight from Program Faculty, the Program Coordinator for the Counseling Program, and the Director of the School of Human Services. Blackboard (Version 9.1.13) will be a critical tool, as it has enhanced data collection features for the program to assess student performance across multiple courses. The School of Human Services Instructional Designer will provide support to set up data collection process in Blackboard. The Substance Abuse Counseling Graduate Assistant will be instrumental in compiling and analyzing data. In addition, the College of Education, Criminal Justice, and Human Services (CECH) Office of Development and Alumni Affairs will provide support for the development and distribution of the program's alumni survey.

The process will consist of five key phases, with the last three emphasizing the dissemination and use of findings:

1. Compilation of Assessment Data
All course data will be stored and collected in Blackboard and accessed by the SACN program track coordinator with the assistance of the School of Human Services Instructional Design team. Alumni surveys will be collected by the CECH Office of Development and Alumni Affairs and distributed to the program track coordinator. Data from the licensing board will be collected by the program track coordinator or his/her designee. All data will be collected following the Spring term.

2. Analysis of Assessment Data
Under the direction of the SACN program track coordinator, the SACN graduate assistant will compile the data, producing reports for initial analysis by the program faculty for review. The faculty will develop a report to indicate the degree to which program outcomes are achieved and note deficiencies where improvement are required. Analysis will occur early in the Fall term.

3. Continuous Improvement Action Planning
In consultation with the Director of the School of Human Services and Program Coordinator of the Counseling Program, the SACN Program faculty will determine high priority items that may be incorporated with annual strategic planning occurring in the fall term. An integrated action plan will be developed which aligns with the priorities of the School, College and University. Revisions to the curriculum, courses, and program supports (e.g. advising) will be made by February 1 to be implemented the following fall term.

Support for data collection, management, and reporting is provided through the College of Education, Criminal Justice, and Education (CECH) Office of Assessment and Continuous Improvement (OACI). Data is entered through web-based rubrics and assessments by the end of each semester. Over the summer OACI generates program specific reports and provides them electronically and in hardcopy to each program. Program faculty review and use these data in their program development and continuous improvement efforts, with documentation of specific actions and steps taken. OACI also has a web site that has all the assessment documents that are developed and maintained for use by program faculty that have national accreditations . For those programs that do not have this set up because they are beginning the assessment process, web sites will be set up during next year.

Policies and procedures for data collection, analysis, and use are summarized in the improvement cycles below:

Program Improvement Cycle: *For Fall Semester Program Meetings (Summer Work)*
The following data is aggregated and summarized for decision-makers in program areas: • Admissions data • Performance on all assessments • Handbook and materials developed for students reviewed • Data posted to web site
By December 1 (Program faculty responsible)
• Data-based decisions made regarding the programs submitted to OACI • Areas needing attention identified • Curriculum proposals for curriculum adjustment/maintenance generated • Candidates informed of program improvements in response to data
By February 1 (Program Faculty responsible; Program Coordinator)
• Finalize major curriculum changes
During Spring Semester, April 1 (Program Coordinator submits info to appropriate office)
• Record approved curriculum changes • Update curriculum map • Update curriculum guides, degree progress audits (DARS), program outlines • Update evaluation forms for spring semester distribution
Late Spring Semester (by April 15)-Program Coordinator works with Dean's office, Student Services Center (SSC)
• Dean's office submits official updates to CECH website [Units are responsible for updating their websites directly or through their Web liaison. Faculty are asked to work with Ric Stackpole re: edits to curriculum guides and program outlines.] • Implement program improvements; continue to collect data on candidates and programs